

BREAKTHROUGH

IN WRITING

沈启智 ◎总主编

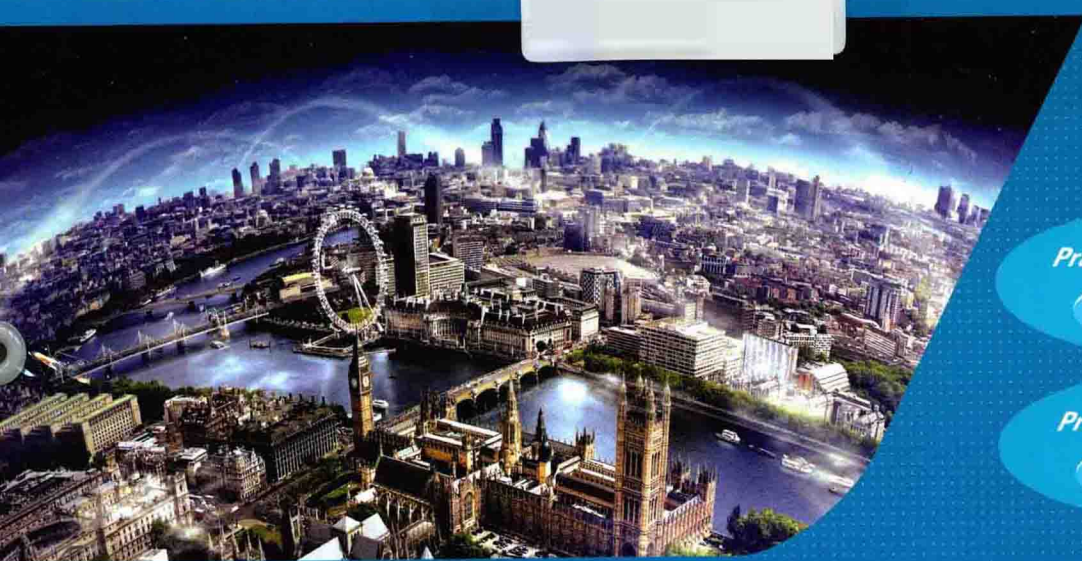
乐冬英语

专项突破

书面表达

高考分册

直面考试改革 突出语言运用



Practice A 基础训练

语言能力

Practice B 测试训练

应试能力

沈启智 © 总主编

BREAKTHROUGH

IN WRITING



乐多英语

专项
突破

书面表达

高考分册

分册主编：龚万红

编委：（按姓氏笔画排序）

尹梅 王兵平 王 晓 冯金星 卢永平
叶革利 石玲玲 邝海斌 刘承军 孙静婧
朱 剑 朱 敏 吴道虎 张连霞 张 波
张 洁 李 丹 李进义 李 季 李津茜
杜 娟 杨 丽 杨贵平 杨海莲 沈淑琴
肖 杰 陈丽莲 周晶晶 罗爱国 范东琳
赵丽萍 徐丽伟 徐 琴 徐静平 涂国伟
陶坤文 高功扬 高瑶琴 龚万红 龚永红
傅霖寰 舒晓辉 詹海燕 熊效华 熊桂枝
谭路文

图书在版编目(CIP)数据

乐多英语·专项突破:书面表达·高考分册/沈启智总主编.

武汉:湖北人民出版社,2014.4

ISBN 978-7-216-08209-9

I. 乐… II. 沈… III. 英语—写作—高中—习题集—

升学参考资料 IV. G634.415

中国版本图书馆CIP数据核字(2014)第062236号

出品人:袁定坤

责任部门:基础教育分社

责任编辑:岳凯军

封面设计:一壹图书

责任校对:万山红

责任印制:王超

法律顾问:王在刚

出版发行:湖北人民出版社

印刷:武汉中远印务有限公司

开本:880毫米×1230毫米1/16

版次:2014年4月第1版

字数:304千字

书号:ISBN 978-7-216-08209-9

地址:武汉市雄楚大道268号

邮编:430070

印张:12.25

印次:2014年6月第2次印刷

定价:28.80元

本社网址: <http://www.hbpp.com.cn>

本社旗舰店: <http://hbrmcbs.tmall.com>.

读者服务部电话: 027-87679656

投诉举报电话: 027-87679757

(图书如出现印装质量问题,由本社负责调换)

编者的话

英语作为交际工具,无疑需要通过足量的合理训练来掌握,因此有“Practice makes perfect”的说法。问题在于:

练什么(What practice do we need)? 如何练(How to make it perfect)?

本套丛书功能定位为“专项突破”,希望能够帮助使用者通过适当有效的语言训练在语言知识和语言技能方面获得“突破”。

“工欲善其事,必先利其器”,本书希望为使用者提供“突破”的有效途径,同时在编写中也力图从以下几个方面能够实现“突破”:

一、编写理念前沿,要求科学合理

本书由一线教师参与编写,充分发挥其对教学与学生熟悉了解的优势。老师们对教学进行反思,将其多年来的教学成果与感悟融汇其中。各分册开宗明义,在 PART ONE (GENERAL INTRODUCTION)中按 FOCUS(要点)列出了“英语课程标准”和“考试大纲”关于英语基础知识与基本技能的相应目标与要求,希望与本书使用者共同看清方向,把握标高。

二、注重知识运用,提高语言技能

“学为用,用中学”是我们的共识,本书对语法和词汇等基础知识在做出适当讲解之后,主要通过语意充实、语境丰富的语言运用训练来掌握巩固;听力、阅读与写作等技能则也设计了合理真实的交际任务让使用者“学以致用”。本书主干内容(PART TWO)正是这样的注重语言运用的 PRACTICE。

三、区分训练目标,有效培养能力

“题与题不同”,学习语言过程中,仅以功能为语言测量工具的测试题(选择题是其代表)来占据全部训练时间的做法(即“以考代学”)是不可取的。训练分为基础训练与测试训练,前者为后者打下基础,后者侧重考查,二者不可混淆。本书分别设计了侧重形成性与过程性的 PRACTICE A 与针对测试与考查的 PRACTICE B 两类不同性质的训练。

四、尊重自主学习,显现学生主体

课程改革的核心理念之一是要体现“学生为主体”,本书在讲解过程中,始终将学生的自主学习意识与能力的培养放在心中。训练答案的解析(ANSWER KEY)则更为集中地体现了这一原则。

五、体例相对统一,分册留有空间

本书覆盖了初高中学段,涉及语法词汇与听力、读写等各个方面,编写中虽有统一的体例框架,但也未简单强求整齐划一,各系列与分册根据其内容,仍有一定变化空间,个性特征得以彰显。可谓“和而不同”。

本书编写者包括了十多所省市重点中学的一线教师,大多经历了十年乃至数十年的教学磨砺,积累了丰富的教学经验,他们热爱学生,敬业求精,此次的编写工作也是“厚积薄发”的一次体验。衷心希望得到各地同行的认可,听到他们的建议,尤其希望能听到学生使用者的心得与意见。

英语回归到工具学科的本来地位,突出运用能力的培养,正是我们的所愿,与本套丛书的编写初衷不谋而合。在英语学习得到空前关注的时代背景下,我们期望能够有所作为,有所突破,愿以此次努力作为一次尝试。

编写说明

《普通高中英语课程标准》和《考试大纲》就高中生写作素质的培养和写作能力的考查提出了较高目标和要求。作为选拔、检测和反馈工具的高考自然会强调考查写作能力。近年来全国各省市变革着高考短文写作的命题理念和方式,颠覆了传统的“翻译式”作文;给考生自由发挥的空间,给考生激扬文字的平台,给考生彰显文采的舞台;题型推陈出新,半开放的材料作文和全开放的命题作文渐成趋势;分值相应加大,行文相应加长。

然而,我们的教学和备考却未能跟上时代变革的步调。笔者基于自身一线的教研实际,结合对所在省高考考生多年来作文表现的跟踪研究,发现现实不容乐观,普遍存在写作基础薄弱的问题。具体表现在以下方面:

写不出完整的表情达意的句子,缺主语、谓语或其他成分;拼写错误多;词性选择混乱;中文化表达倾向严重;句式单一,一贯到底,可读性不强;审题不周,偏题跑题;思路打不开,行文过短;语言繁缛,行文过长;没有过渡或过渡不自然,文章无法通读等等。

针对以上问题,我们整合一线优秀教师的教研经验和测试专家的理论指导,推出了本书。

本书包括三个部分:

PART ONE 依据《普通高中英语课程标准》和《考试大纲》规定的写作技能要求,以及《高考考试说明》(简称)制定的评分标准,确定写作目标及明确写作任务。

PART TWO 帮助读者在明确目标和任务的基础上,结合教学实际,设计高效、针对性强、多样的 Practices,帮助读者夯实基础,落实环节,习得技巧,全面锻炼写作能力,做到成竹在胸,知己知彼,尽快进入角色。

其中综合训练设计高考标高、贴近生活的话题为切入点的文体专练、真题专练和实战演练。

PART THREE 收录所有写作训练的参考答案。真题专练和实战演练还详解写作过程。实战演练参考答案前还收录了供读者记诵的话题佳句。均旨在帮助读者形成有关高考写作的直观全面认知,务实备考,加强写作素材积累,增添行文文采,提升表达效果,写出“有生命力的、文采飞扬的、一气呵成的”佳作。

值得一提的是,本书前两部分精讲精练,讲练结合。精讲从真题示例(包括范例和反例)发端,切入核心,规范训练过程,推介训练方法;精练任务多样有趣,自然真实,确保训练的针对性、实用性和时效性。

使用建议:

1. 本书的训练任务只是抛砖引玉。广大学生和教师读者可结合教学和备考实际,自行开发。
2. 依据写作能力的发展过程和规律,建议高一(六级写作目标要求)注重写作习惯和意识的养成,包括内化具体目标、任务预期和套路环节;高二(七级写作目标要求)注重写作能力的锻造,包括夯实写作基础和技巧、积累写作素材等;文体专练和真题专练可考虑在高一、高二循序完成;高三(八级写作目标要求,参考九级技能目标要求)注重综合实战演练,包括限时创作、应试技巧的落实等。

本书定有诸多疏漏之处,望广大读者批评指正。



目录 CONTENTS

★ PART ONE GENERAL INTRODUCTION 1

★ PART TWO PRACTICE 25

Unit 1 造句	26	1. 使用长短句	64
I. 完整、达意的表达	26	PRACTICE 1.3.1A	65
1. 搭配词类	26	2. 使用多样句式	65
PRACTICE 1.1.1A	27	PRACTICE 1.3.2A	66
2. 运用词语的恰当形式	27	3. 简洁表达	67
PRACTICE 1.1.2A	28	PRACTICE 1.3.3A	72
3. 构词	30	4. 排除单一、重复开头	72
PRACTICE 1.1.3A	32	PRACTICE 1.3.4A	73
4. 依照基本句型	33	Unit 2 成段	74
PRACTICE 1.1.4A	34	I. 组成成分(句子的角色)	74
5. 造复合句	35	PRACTICE 2.1A	75
PRACTICE 1.1.5A	39	II. 逻辑关系(句子间关系)	76
II. 准确、生动、得体的表达	39	PRACTICE 2.2A	77
1. 排除达意干扰	39	Unit 3 谋篇	78
PRACTICE 1.2.1A	42	I. 段落展开	78
2. 措词	44	PRACTICE 3.1A	80
PRACTICE 1.2.2A	50	II. 语篇连贯	81
3. 表达功能意念	53	PRACTICE 3.2A	82
PRACTICE 1.2.3A	59	Unit 4 落实环节	84
4. 引经据典	60	PRACTICE 4A	87
PRACTICE 1.2.4A	63	Unit 5 积累写作素材	89
III. 多样化表达	64	I. 开展深层阅读	89

PRACTICE 5.1A	90	II. 掩饰不足	95
II. 趣味情景表达	91	III. 打开思路	96
1. 联想归类	91	IV. 把握文长	96
PRACTICE 5.2.1A	92	PRACTICE 6A	98
2. 开放写作	93	☆综合训练	99
PRACTICE 5.2.2A	93	PRACTICE 1B 应用文专练	99
3. 头脑风暴	93	PRACTICE 2B 记叙文专练	100
PRACTICE 5.2.3A	94	PRACTICE 3B 说明文专练	101
4. 趣味翻译	94	PRACTICE 4B 议论文专练	103
PRACTICE 5.2.4A	95	PRACTICE 5B 真题专练	104
Unit 6 习得应试技巧	95	PRACTICE 6B 实战演练	108
I. 现学现用	95		

★ PART THREE ANSWER KEY 113



GENERAL

INTRODUCTION

FOCUS 1 总体目标—《普通高中英语课程标准》

《普通高中英语课程标准》就高中阶段写作技能制定了明确的目标和要求。具体分为六、七、八三级，其中第六级为最基本的要求。

级别	写作技能目标
六级	1. 能用恰当的格式写便条和简单的信函； 2. 能简单地描述人物或事件，并简单地表达自己的意见； 3. 能用恰当的语言书写问候卡； 4. 能给朋友、笔友写信，交流信息和情感； 5. 能对所写内容进行修改。
七级	1. 能用文字及图表提供信息并简单描述； 2. 能写出常见体裁的应用文，例如：信函和一般通知等； 3. 能描述人物或事件，并进行简单的评论； 4. 能填写有关个人情况的表格，例如：申请表等； 5. 能以小组形式根据课文改编短剧。
八级	1. 能根据所读文章进行转述或写摘要； 2. 能根据文字及图表提供的信息写短文或报告； 3. 能写出语意连贯且结构完整的短文，叙述事情或表达观点与态度； 4. 能在写作中做到文体规范、语句通顺。

FOCUS 2 总体目标—《考试大纲》

《考试大纲》要求考生根据提示准确使用英语语法词汇、进行书面表达。考生应能：

1. 有效运用所学语言知识，准确使用语法和词汇。

语言的准确性是写作中不可忽视的一个重要方面,因为它直接或间接地影响到信息的准确传输。应用语法结构和词汇的准确程度是写作部分评分标准中的一项重要内容。

2. 使用一定的句型、词汇,清楚、连贯地传递

信息,表达意思。

任何一篇文章都需要有一个主题,作者应该围绕该主题,借助一些句型、词汇等的支持,清楚、连贯地表达自己的思想。

FOCUS 3 总体目标—评分标准

除了如上制定的写作目标和要求外,《普通高中英语课程标准》和《考试大纲》还制定了高考英语书面表达的评分标准。具体体现在评分原则及给分范围和要求。

I. 评分原则

1. 本题总分为 25 分或 30 分(湖北卷 2012 年改为 30 分),按 5 个档次给分。

2. 评分时,先根据文章的内容和语言初步确定其所属档次,然后以该档次的要求来衡量,确定或调整档次,最后给分。评分档次的确定应在内容符合题目要求的前提下侧重于语言的表达。

3. 词数少于 100,从总分中减去 2 分。

4. 评分时,应注意的主要内容为:内容要点切题、词汇和语法结构的准确性和多样性、上下文的连贯性及语言的得体性。

5. 拼写与标点符号是语言准确性的一个方面,评分时,应视其对交际的影响程度予以考虑。英、美拼写及词汇用法均可接受。

6. 如书写太潦草,以至影响辨认,将分数降低一个档次。

总之,主要从内容要点、语言使用效果、结构和连贯性、格式和语域以及与目标读者的交流五个方面进行评价,命题形式变化只是对审题即决定内容有影响,应该不是太大问题。关键仍在于“语言”如何做到“准确性”、“得体性”、“多样性”和“连贯性”。“正确”表达,即使用恰当词汇和语法写好句子,显然是一切的基础。

II. 给分范围和要求

《考试大纲》也明确制定了各档次的给分范围和要求。历年湖北高考英语书面表达评卷均

严格依照这些范围和要求,同时参考归档范文(range finders)便于操作。现以湖北高考英语书面表达评卷为例,一一对应,加以说明。

例 1 请根据以下提示,结合你校园生活中的一个事例,就与人合作这一话题,用英语写一篇短文。

Working in groups at school is an opportunity to learn about teamwork. Teamwork shows us how other people's roles fit the purpose of the group, and it teaches us to be patient and how to respond to different people.

注意: 1. 无须写标题,不得照抄英语提示语。

2. 除诗歌外,文体不限。

3. 内容必须结合校园生活中的一个事例。

4. 文中不得透露个人姓名和学校名称。

5. 词数为 100 左右。

★参考答案★

Years of school life has taught me a lot of things, of which teamwork is the most important for me.

In fact, I didn't realize its importance until I was chosen monitor of my class in my senior middle school. At first I did most of the duties myself while other students cared little about class activities. As a result, I was tired out and depressed. Then I turned to my teacher and he advised me to cooperate with others. Thus I began to recognize the strengths of my classmates and have everyone do their part in class.

It is working in teams instead of on my own that has freed me of trouble and make my

work more efficient.

例2 假设你是某中学学生会主席李华,你校与本地一所国际学校经常举办联谊活动。你计划在重阳节组织学生到养老院去慰问老人,拟邀请国际学校的学生参加。请你根据以下内容要点给国际学校的学生会主席 Tony 写一封信。

要点: 向老人赠送礼物(鲜花、自制贺卡……);

为老人提供服务(做清洁、陪老人聊天……);

为老人表演节目(唱歌、跳舞……);

注意:1. 词数为 100 左右;

2. 信的开头和结尾已为你写好(不计入你所写词数);

3. 已给出的信的开头和结尾不得抄入答题卡。

Dear Tony,

Chongyang, the traditional Chinese Double-ninth Festival for the elderly, is coming around. We are planning to visit the Nursing Home to celebrate the special day, and we would like to invite students from your school to join us.

Looking forward to your early reply.

Yours,

Li Hua

★参考答案★

We have planned several activities. When we get there, we will visit the elderly in their rooms in groups, presenting them with flowers and self-made cards to show our respect and love. Then we will do some cleaning and washing for them with the help of the nurses.

As some old people feel lonely, we may chat with them about their old days, changes of our city, or anything they are interested in. we may also give them some performances: singing, dancing, and so on.

I am sure we will both gain a better understanding of the elderly in China. If you have any suggestions, please let us know.

★归档范文★

第五档
21—25 分
(部分省份为
25—30 分)

完全完成了试题规定的任务。

—所有内容与题目要求吻合。

—应用了较丰富的语法结构和词汇。

—语法结构或词汇方面有些许错误,但为尽力使用较复杂结构或词汇所致;具备较强的语言运用能力。

—有效地使用了语句间的连接成分,全文结构紧凑。

完全达到了预期的写作目的。

★Sample 1★

Teamwork is very important in our life. Working in a group, we can help each other and learn from each other.

For example, in school life, we study in a class. The class is a group. We can learn more about others in the subjects that we are better at. On the other hand, we can get help from others whose grades are better than us. It can teach us more about how to communicate with others and work with others together.

In a group, everyone has his won role. They are all important. It makes up our team, and teamwork can help us live an easier and happier life. 27—28 分

★Sample 2★

During the day, we have a lot of meaningful things to do. While we arrive there, we can give our best service to the elderly, such as, doing some cleaning, talking with them about happy stories. Then we can have a rest. In the afternoon, we can make ourselves attractive by our own performance. Singing, dancing and some other funning things all will be perfect. And at last, just before we leave, we can present our gifts to them. We can give them flowers, cards made by ourselves and so on. Maybe these are small things, but for them, they are blue sky and white clouds.

That day may be an important day in our

life, I am sure. 23 分

<p>第四档 16—20 分 (部分省市为 19—24 分)</p>	<p>完成了试题规定的任务。 —主要内容与题目要求吻合。 —应用的语法结构和词汇能满足任务的要求。 —语法结构或词汇方面应用基本准确,些许错误主要是因尝试较复杂语法结构或词汇所致。 —应用简单的语句间连接成分,全文结构较紧凑。 —达到了预期的写作目的。</p>
--	--

★Sample 1★

As everyone knows, there is no deny that teamwork is an important part of our daily life. Especially for us students in senior school, we should understand about how to cooperate with classmates, teachers or our relatives.

I remember a real story that happened in myself. When I was in grade 2, my chinese teacher told me that she wanted me to make the blackboard newspaper. I was glad to accept this task and then I spent my time on it. But, generally, I felt I couldn't make it well so that I was very upset. But in this time, my friends gave their hands to me. We spared no efforts together to make the blackboard newspaper. Finally, our result got everyone's in class praise.

At that time, i really feel the power of the teamwork is great. What do you think?
21—22 分

★Sample 2★

On that day, we will go to the Nursing Home with our presents given to the old people, for example, flowers, cards made by ourselves. They will feel happy when getting the presents. And then, we can serve all kinds of service, we can do some cleaning for them, talk with them and so on. In order to make the atmosphere happy, we will perform for the old people, dancing and singing are their favourite, so we can do those, and students can give other performance.

Old people often feel unhappy and lonely,

the activity will make them feel happy, I am sure it is a meaningful activity. 18 分

<p>第三档 11—15 分 (部分省市为 13—18 分)</p>	<p>基本完成了试题规定的任务。 —主要内容与题目要求比较吻合。 —应用的语法结构和词汇能满足任务的要求。 —有一些语法结构或词汇方面的错误,但不影响理解。 —应用简单的语句间连接成分,全文内容连贯。 —整体而言,基本达到了预期的写作目的。</p>
--	--

★Sample 1★

Teamwork is an another teacher who can teach us how to slove problem.

That was an activity during the breaktime which was between 2 classes. We were supported to build a bridge by some chopsticks. With another 2 friends, we began to work. Soon, we with each other. As for me, i was left out. Unfortunately, their quarrel broke. Eventually, both of them gave up this challenge.

Teamwork can make your work speed higher. As the below story, i were surely the last one who make it. Working with others needs enough patient to get others' opinions. Any mistakes shouldn't be to blame on anyone. Because everyone takes the duty to make teamwork effective. Believing each other is the most important. 15—16 分

★Sample 2★

There are several things we should od in order to exprees our care.

The first thing is we could giv some gift to the elderly, not only flowers, but also we can send the cards which is made by our hands. The second thing, I think the most nessecery thing like cleaning, washing and talking with them. The last thing is the programe, we could equip some singing and dancing to make they happy.

If you think some more things, also can

discussed. 13 分

第二档 5—10 分 (部分省市为 7—12 分)	未恰当完成试题规定的任务。
	—主要内容与题目要求基本吻合。
	—语法结构单调,词汇项目有限。
	—有一些语法结构或词汇方面的错误,影响了对写作内容的理解。
	—较少使用语句间的连接成分,内容缺少连贯性。
	信息未能清楚地传达给读者。

★Sample 1★

In my life, it is important for us to communicate with people and it is necessary for us to group with persons.

When you living in school, you should control the relationship with your friend and teacher, So you should learn how group with everyone. For example, when you face a trouble or problem, you can discussion with your classmate, the problem has solution is quickly. How you make group with person well? You should have a attitude and characters.

If you follow my method, it is important for us to group with anyone. You can find. And you also deal relationship with each other better. 9—10 分

★Sample 2★

... I hope your school can hand in. because this is a good thing, it not only can build our love, but also let the elderly happy. The elderly use their all live to build our world and country. Now we make some things for them is very need.

We will make some cards, flower ... to them, then make some clean, talk with them and make some judges, such as singing, dancing... I think this will let the elderly very happy. And Chongyang is their festival, but they haven't many people wish them. So our school is going to celebrate for them.

Last I very hope your school to join us together to give our best wish to them. 8 分

第一档 1—5 分 (部分省市为 1—6 分)	未完成试题规定的任务。
	—主要内容与题目要求不太吻合。
	—语法结构单调,词汇项目有限。
	—较多语法结构或词汇方面的错误,影响对写作内容的理解。
	—缺乏语句间的连接成分,内容不连贯。
	信息未能传达给读者。
0 分	未能传达给读者任何信息:内容太少,无法评判;写的内容均与所要求内容无关或所写内容无法看清。

★Sample 1★

In the school i have many friends, So the teamwork is in the everywhere. So for example i', very like play beaskball in the school, the beaskball game need the teamwork. If you teamwork is well, you team is strong. But if you strong but you team, team work is bad. You team is bad. One day, i play the baseakdball in the playground, i play beaskabl is bad. My classmate is also but my team is win. Because my team have a good team work. I am so happy. I think the team work is very important. 3—4 分

★Sample 2★

In the that day, we will have many things to do. Like, help the oldmans clean they's rooms; talking with them and take them walking in the garden...

Sure, we must take things for them. You don't worry about it, I was bought some follers and did many cards. Now, yours things is planning many studen's singing, dancing in that day.

I think we will very happy in that day, because we will be seeing the oldmans happy's laugh.

I waiting you good mean. That's all.

0分

简评与反思:

例1

1. 第四档和第五档的文章行文表达整体质量不高,乏善可陈。具体体现如下:

第四档有明显的中文化倾向,比如,Finally, our result got everyone's in class praise. 这句话中的 result 不如表达为 performance, work 或是 design, 整句不如表达为 Finally, our work got every classmate's praise. 或是 Finally, our performance was praised by all the classmates.

跟其他档作文比较,第五档思路反而放不开,狭隘地谈到学习方面的合作。好像越是“高档”的作文,越谨小慎微。

可能话题恰恰是我们教学中的软肋:学生没有合作的具体任务和环境,没有时间打球或根本没有打球的爱好,如何能有感而发?

2. 第三档和第二档作文用词反而更大,可惜用词不当或是词不达意。

应该反思我们的备考是否过于“功利”,比如,死记单词、短语、句子乃至所谓“范文”。

例2

1. 不同档次作文的表现差别大,三档以下的作文中不完整(比如,缺主语或谓语 be)句子

较多,且句式单一,可读性不强(用 we can 一贯到底)。

加强欣赏性阅读多领域(文学、艺术、科技、心理学等)美文。模仿其中好词、佳句,而后创造自己的佳作。

2. 整体基础薄弱:中文化表达倾向严重,如错用 send 表达“送卡片”,实际上是亲手交给老人们的,不是邮寄给他们的;拼写错误太多,如: present—peasant—parents; card—car; performance—progress/programme; meaningful—meanful; cleaning—cleanning; chat—cheat—chating 等;词性选择有误,如 chat; servise、service、serve; perform、performance; meaning、meaningful; magnificent、magnificence; happy、happiness; company、Accompany、Keep sb. company 等。

从单句入手到复句和分词的运用,强调和落实词汇+句式+过渡词+从句+句型等训练。

3. 审题不够认真周全:漏掉信息,比如自制的贺卡、陪老人聊天;重点偏移,本文要求介绍活动并呼吁同学们踊跃参加,并非要求写一篇倡议书。但不少作文把大多笔墨用在发表感慨或呼吁 Tony 参加这次活动中去了。

重视作文常规化训练,保证时间,落实方法。

FOCUS 4 具体目标

为了达到如上所讲的总体目标和评分标准,想得高分,要注意避免如下情形:

1. 审题不周不全不当,跑题,遗漏要点。
2. 语义表达模糊,措词呆板、生硬、平淡、不地道,没有文采。
3. 运用词汇和句式的单一、重复,缺乏多样性。
4. 思路不清,主谓冲突,指代不明,逻辑混乱。
5. 语篇结构繁芜杂乱,段落间语意不清乃至矛盾。(应用语篇过渡词句使行为连贯流畅)
6. 卷面凌乱,字迹不清,影响阅读。

要做到如下几点:

1. 有着切题的鲜明观点,并具体得体地阐明。
2. 灵活地道地应用了较多的语法结构和词汇,显示扎实的写作基本功和娴熟的写作技巧。语法结构或词汇方面有些许错误,但为尽力使用较复杂结构或较高级词汇所致。
3. 具备较强的语言运用能力。有效使用了语句间的连接成分,全文结构紧凑;语言得体,具有鲜明的个性特色,完全完成了试题规定的任务并完全达到了预期的写作目的。
4. 卷面整洁。

总之, 高分作文共有特点: 观点切题鲜明, 论证详尽充实; 语句表达准确得体, 句式多样; 行文连贯。

EXERCISE 1

Dos	Don'ts
句子达意(meaningful)	句子不达意(_____)
句子完整(complete)	句子不完整(_____)
表达准确(_____)	表达不清(confusing)
表达地道(_____)	中文式表达(Chinglish)
有文采(impressive)	平淡乏味(_____)
紧扣主题(_____)	跑题偏题(off the topic)
行文简洁(legible)	行文冗长(_____)
行文流畅(coherent)	行文杂乱(_____)
篇章条理清晰(_____)	篇章结构混乱(poorly organized)
卷面整洁(_____)	卷面凌乱(untidy), 字迹不清(unclear)

II. 依照如上所讲的评分标准和原则, 结合所给参考答案, 通读下列两篇真题作文答卷, 用下划线标示好词好句, 用波浪线标示过渡词句, 用方框标示错误(如果有); 最后, 评分(满分为 25 分) 并简述理由。

例 1 假设你是卜曼宜, 你购买了一部某外国公司生产的手机, 因有质量问题, 要求该公司更换。请根据下列要点, 用英文写一封电子邮件。

要点: 1. 问题: 手机不响铃, 不能发短信; 产品已售完, 无法更换; 型号新, 无配件, 无法维修。

2. 要求: 公司应尽快予以更换。

注意: 1. 词数为 100 左右。

2. 参考词汇: 配件—spare part。

3. 电子邮件的开头和结尾已为你写好(不计入你所写词数)。

4. 已给出的电子邮件的开头和结尾不得抄入答题卡。

Dear Sir,

I am writing to you for the mobile phone of Dehone-S250 I bought on 20th Apr. 2008 at Tele Mall in Wuhan, P. R. China. _____

I. 下表中 Dos 和 Don'ts 罗列写好作文的要诀。请根据中文提示, 在括号里填入相应的词语(大多为形容词); 并牢记在心, 写作时力争做到。

Thank you for your consideration.

Sincerely yours,

Bu Manyi

★参考答案★

Dear Sir,

I'm writing to you for the mobile phone of Dehone-S250 I bought on 20th Apr. 2008 at Tele Mall in Wuhan, P. R. China. Ten days after that, it didn't ring and send short messages. Then I took it to the seller, but was told that the model had been sold out and I had to wait at least three months for a new one. Later I went to the repairman. He said since it was a new model in China, it was impossible to fix it without the right spare part. I was so desperate on hearing that. How can I wait that long? Therefore, I require that you send me a new one of the same model within a month.

Thank you for your consideration.

Sincerely yours,

Bu Manyi

★答卷★

I think the mobile phone has some quality problem. Such as the ring in the mobile phone cannot work yet, and it cannot send message recently. I know the size of the phone are new produce and no spare part can be exchanged. It cannot be fix, and I also know the mobile phone of Dephone-S250 I bought had already been sold out yet. It means that I cannot change it in the normal way. but I still want to change a good one. Can you help me? I hope you to take some mesures to fix it as soon as possible.

I'm looking forward to hearing from you soon. Very thank you for help.

例2 请你根据以下提示,结合生活中的一个事例,用英语写一篇短文,谈谈微笑的作用。

The best example of universally understood body language may be the smile. A smile can help us get through difficult situation and find friends in a world of strangers. A smile can open doors and tear down walls.

注意:1. 无须写标题;

2. 内容只需涉及一个方面;

3. 词数为 100 左右。

★参考答案★

I still remember how nervous I was on my first day in the new school three years ago, when I found it difficult to follow my teacher in the first English class. The teacher spoke

English throughout the class, which was totally different from the lessons I had taken before.

In the morning class the next day, the English teacher came to me while I was reading the text aloud as other students. After listening to me for a while, she gave me a big smile and said she liked my voice very much. The smile shone on the whole day and the following days. A week later, I volunteered to take charge of English study in my class.

Thanks to the comforting smile in my first morning class, I began to be confident.

★答卷★

I remembered when I failed to pass exam, I felt totally upset. The score throw me into a world of darkness. On one hand, I lost confidence of myself. On the other hand, I felt sorry for my patents for they had sacrifice a lot to my study. Unexpectedly, I saw the smile coming from my classmates. The shinning smile drove my sadness off and improved our friendships. After I told my patents my exam results, to my surprise, they just smiled and said: "That's ok, we believe you will do well in the next exam. It was just like a strong light that led me out of darkness and let me believed that I can do well.

From then on, I became more and more confident. What's more, I've learned to smile to everyone as well as to life.

FOCUS 5 写作任务——写应用文

题型是写作情景和写作任务的设置方式。一般有三种:图画型作文、图表型作文和提纲型作文。三种题型均在全国各省市高考卷中有所体现。比较而言,提纲型作文更为常见。

1. 图画型

图画型作文设置情景的方式是通过画面传

达信息。写作任务可能讲述一则故事,描述人或事物,或是说明一幅漫画蕴含的深意。这类作文要求认真看图,思考后找到画面之间的联系或潜在信息。

2. 图表型

图表型作文设置情景的方式是通过表格、柱

状图、圆形图、线形图等以对比、列举、分类等方式展示信息或数据(data)。写作任务可能是写调查报告或数据统计表。图示的信息或数据不如表格那样明显,数据多体现于变化(change)和比例的分配上。其要求找到数据的共同点(similarity)和不同点(difference/contrast)、分析(analysis)数据的规律(cycle)、数据变化的原因和比例分配现象背后的本质和根源(cause);常常还要求对数据的走向趋势(tendency)加以预测(prediction),进而提出个人意见、观点(opinion/view)或解决方案(solution)等。写作任务可以是写调查报告,或是通过数据统计来说明变化。

例 1

	题型	写作任务	
2006 湖北卷	图表	高中生英语阅读兴趣调查	报道
2007 湖北卷	提纲	讨论重阳节敬老联合活动安排	书信
2008 湖北卷	提纲	手机故障,换修未果,向外国生产厂家申请调换	书信
2009 全国卷(1)	提纲	给借住的房东留言,告知出去的原因及速回来电	留言
2010 新课标版	提纲	替学生会拟定招聘留学生做学习顾问的启事	启事
2010 全国卷(1)	提纲	邀请 Mrs Smith 来校担任演讲比赛的评委	书信
2010 全国卷(2)	提纲	告知 Peter 学校拟聘外教的消息及课程信息	书信
2010 北京卷	图画	帮助祖父母安排去北戴河旅行的过程	周记
2010 天津卷	提纲	申请假期为希望小学学生辅导英语	书信
2010 四川卷	提纲	成人仪式上回首过去,感知当下,及规划未来	发言稿
2010 重庆卷	提纲	致信英国航空公司,请求帮忙寻找遗失行李箱	书信
2010 山东卷	提纲	给 Tom 发 email,告知不能如约赴北京旅游,表达歉意,解释原因,另约时间	电邮
2010 江苏卷	表格	介绍自己英语学习情况,并对学校今后教学提出建议	发言稿
2011 上海卷	提纲	申请加入扶贫项目,帮助贫困地区儿童	书信
2011 全国卷(1)	提纲	向学校辅导中心就暑期课程寻求帮助	书信
2011 山东卷	提纲	就暑假中学生英语演讲比赛相关困难向 Tom 求助	电邮
2011 浙江卷	提纲	写信披露校园中随意涂写和乱丢垃圾的行为	书信
2011 重庆卷	提纲	申请成为某动物代言人	申请
2011 全国卷(2)	提纲	跟周报主编反馈作为读者的你的意见和建议	书信

3. 提纲型

提纲型作文主要通过文字信息设置情景。相对于图表型和图画型作文而言,设置的情景更为明确,但因其涉及的题材可以很广,写作任务更不确定。

如上所讲,题型材料提示的写作任务往往不明确,尤其是提纲型作文。因而,从文体的角度来领会写作任务比较实际可靠。文体,是指文章体裁和篇章构成模式;其反映了文章从内容到形式的整体特点。一般说来,有应用文、记叙文、说明文、议论文和小品文等常见文体。

续表

2012 全国卷(1)	提纲	申请参加在新加坡举办的夏令营	电邮
2012 天津卷	提纲	通知 Chris 到新落成的天津大剧院看越剧,并告知观剧后的活动安排	电邮
2012 辽宁卷	提纲	致信出版社编辑,表达你对现行教材的看法和建议	书信
2012 上海卷	图画	观摩两堂绘画课后,谈谈获得的启发	日记
2012 四川卷	提纲	跟老师 Mrs Li 反馈同学们的学习情况并征求教学建议	书信

★要领精讲★

应用文是生活和工作中交流感情、传递信息、指令、求助等书面材料的总称,其情景设置方式极其繁多,有书信、报告、申请、简历、通知、海报、广告等。相应的写作任务包括:写报告、申请、简历、通告、布告、通缉令、失物招领、寻人启事、广告文案等,表达感谢、祝贺、歉意、慰问、介绍、邀请、询问等。要求语言具体,细节明确,且有固定模式。

传统应用文包括:日记、信函、通知、规章制度、招领启事、寻物启事、招贴、申请、新闻、简历等。当今科技信息时代,出现了电子邮件、微博(blog)、微信(twitter)等时兴应用文形式。

应用文有两个显著的特征:格式和模板。日记、信函(包括私人信函和公函)、工作日志、便签

等都有固定的格式。新闻、公告、简历、合同、规章制度、启事、海报等都有模式化栏目、关键词、内容、框架、句式等。

初中应用文写作训练时常强调格式。高中写作训练时,会给出不计入总字数的格式词句(往往在开头和结尾处),只要求写正文;加之,信息时代的人们往往因为省篇幅、时间紧、图方便、显个性等原因,忽略格式,比如电子邮件、微信等。因此,这里只强调训练模式化的正文信息表达。

EXERCISE 2

I. 根据自身经验和想象,借助所给信息,按要求写出词句完成下表,以领会各种类型信函的模式化的写信目的和结尾句(每栏可以多于一句)。

类型	写信目的 (I'm writing...)	结尾句
感谢		
表扬		
问候/祝愿		
投诉		
祝贺		
道歉		
邀请		
申请		
推荐		
汇报/举报		
公函		

II. 翻译如下日常交际中常用的模式化表达语句。

1. 我写信是要感谢您,住在您家时盛情款待了我。